



# EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

Division: Educational Services      Effective Date: September 2004

<b>B.</b>	Department / Program Area: Student Development English as a Second Language	Revision	<input checked="" type="checkbox"/>	New Course	<input type="checkbox"/>
		If Revision, Section(s) Revised:		C, H, I, J	
		Date of Previous Revision:		January 1994	
		Date of Current Revision:		June 2004	
<b>C:</b>	EASL 0375	<b>D:</b>	Paragraph and Essay Composition for Students of English as a Second Language	<b>E:</b>	3

Subject & Course No.	Descriptive Title	Semester Credits						
<b>F:</b> Calendar Description:  This course is the third level in a four-level series for students who wish to upgrade their writing in order to continue their education or improve employment opportunities. It is designed for students who have experience writing expository paragraphs, reasonable control of grammar and sentence structure, and good listening and speaking skills. This course emphasizes writing for a variety of academic purposes; in addition to improving composing, editing, revising and proofreading skills, students will develop short, five-paragraph essays. In this context, students will be introduced to simple research skills, such as finding, using, and footnoting source material.								
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  See O  Number of Contact Hours: (per week / semester for each descriptor) 4  Number of Weeks per Semester: 15	<b>H:</b> Course Prerequisites: EASL 0275 or 0274 or Instructor Permission							
	<b>I:</b> Course Corequisites:  None							
	<b>J:</b> Course for which this Course is a Prerequisite  EASL 0376, EASL 0475							
	<b>K:</b> Maximum Class Size:  18							
<b>L:</b> PLEASE INDICATE:  <table border="1" style="display: inline-table; vertical-align: top;"> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Non-Credit</td></tr> <tr><td style="width: 20px; height: 20px;"><input checked="" type="checkbox"/></td><td>College Credit Non-Transfer</td></tr> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>College Credit Transfer:</td></tr> </table> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input checked="" type="checkbox"/>	College Credit Non-Transfer							
<input type="checkbox"/>	College Credit Transfer:							

<p><b>M:</b> Course Objectives / Learning Outcomes Within relevant educational, employment, personal and social contexts, students will:</p> <ol style="list-style-type: none"> <li>1. generate content appropriate for a range of academic writing tasks.</li> <li>2. focus and organize ideas into outlines for various types of compositions, including five-paragraph essays.</li> <li>3. compose essays that follow accepted conventions for various academic purposes.</li> <li>4. write comprehensibly, using increasingly correct and varied sentence structure, appropriate style and precise language.</li> </ol>
<p><b>N:</b> Course Content:</p> <ol style="list-style-type: none"> <li>1. Generating and developing content. <ol style="list-style-type: none"> <li>a. selecting topics.</li> <li>b. finding sources.</li> <li>c. identifying relevant support material.</li> <li>d. incorporating support material (summarizing, paraphrasing, integrating, footnoting source material).</li> </ol> </li> <li>2. Essay outlining techniques.</li> <li>3. <ol style="list-style-type: none"> <li>a. essay format: introduction, thesis/blueprint, body paragraphs with interlocking topic sentences, conclusion with blueprint/thesis restatement, "clincher".</li> <li>b. essay development: organizing, editing and revising.</li> </ol> </li> <li>4. <ol style="list-style-type: none"> <li>a. language skills: grammar, sentence structure, punctuation, diction, tone.</li> <li>b. proofreading techniques</li> </ol> </li> </ol>
<p><b>O:</b> Methods of Instruction The instructor will facilitate, observe and evaluate students' participation in writing activities. Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will participate in the setting of goals by identifying their communicative and language development needs, and will participate in the selection of learning activities.</p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students Materials will be supplied. Students may be required to purchase a text.</p>
<p><b>Q:</b> Means of Assessment A mastery model of on-going evaluation will be used. A student will reach mastery when s/he has demonstrated through satisfactory completion of exercises, assignments and other assessments that the course objectives have been achieved.</p> <p>Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more.</p> <p>Progress will be monitored on a regular basis by the instructor in consultation with each student.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar